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ABSTRACT

This paper discusses a 3-year project to promote an international perspective within schools, colleges, and departments of education in the United States. Guidelines excerpted from this project's statement of purpose clarify the project's goals. These guidelines cover: (1) administrative leadership; (2) curriculum; (3) faculty development; (4) student awareness; (5) resources; (6) service to local school districts, community agencies, and businesses; and (7) research. The paper discusses basic expectations for educators and professors who are involved in international education programs and plan to apply in their classrooms, schools, and programs those principles which affirm racial and cultural diversity. These principles include: self-understanding; understanding and acceptance of pluralism; and an affirmative approach to implementing international/multicultural education in the total school environment. The working goals for any effective foreign student program are listed, and the benefits of the global perspective to colleges and universities are described. (JD)

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INTERNATIONALIZING THE CURRICULUM
THROUGH
COOPERATION, COLLABORATION, AND COMMITMENT

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INTRODUCTION

Traveling, working, and/or studying abroad has a number of advantages. First, it broadens the outlook of the person involved in the experience; whether it be social, political, educational, or recreational. Second, it affords one an opportunity to view other cultures and peoples in their indigenous environment. Third, it allows for an exchange of ideas and philosophies. Fourth, it adds a new dimension to one's life in being able to share one's thoughts and feelings with others of a different culture. Finally, it permits educators an opportunity to compare their educational system with that of another country.

In 1974, the UNESCO Conference Statement emphasized international education as the basis for international understanding, cooperation and peace. The conference recommended an international dimension and a global perspective at all levels of education, and urged the need for awareness on the part of all countries regarding the increasing global interdependence that is essential between peoples and nations. (UNESCO, 1974)

UNESCO has pointed out that those who participate in study abroad programs are generally:

1. More tolerant in their acceptance of people who differ from themselves;
2. More fully aware of significant intercultural contributions to the life of the twentieth century;
3. More frequent and more active participants in internationally oriented activities, both politically and

culturally.

4. More inclined to endorse policies which promote the freer exchange of ideas, goods, and people among countries.

Twenty-six years later these concepts remain valid and, in part, form the context for establishing and promoting overseas program development.

INTERNATIONALIZING TEACHER EDUCATION

During my seven years tenure as Dean at Radford University in Virginia, I was fortunate to be asked to participate in a three-year project sponsored by the American Association of Colleges for Teacher Education (AACTE) in cooperation with the National Council on Foreign Languages and the International Council on Education for Teaching (ICET). The purpose of the project was to promote an international perspective within Schools, Colleges, and Departments of Education (SCDEs) in the United States. The project also called for the development of a set of guidelines which could be used by SCDEs to "internationalize" their undergraduate teacher preparation curricula. The following eight guidelines are excerpted from this project's document (Klassen, 1984).

I. Administrative Leadership

The SCDE and its governance structure are committed to the internationalization of the campus and the curriculum.

Commitment means a deliberate and considered mandate and plan to incorporate an international dimension in the

institution's programs and activities. This commitment is essential to the establishment of institutional priorities, the assignment of resources and personnel, and the evaluation of progress.

Administrators can create the environment for change, using their influence and broad communications network. They are regarded, furthermore, as leaders of higher education in their community and state.

II. Curriculum

International education is a fundamental part of general and professional studies. It is the preparation for social, political, and economic realities that humans experience in a culturally diverse and competitive interdependent world.

The curriculum should enable individuals to develop competencies and sensitivities for perceiving, believing, evaluating, and behaving within the complex human and ecological interactions that characterize the globe.

III. Faculty Development

The faculty are a major determinant of the substance and quality of general, professional, and graduate studies and engage in research to develop a global knowledge base. The SCDE recruits and supports faculty whose teaching, research, and service will enhance the international dimension in its programs.

Redirecting or enhancing an SCDE international dimension relies on faculty for the development of courses, departmental offerings, professional programs, evaluation of student progress, and off-campus international activities.

IV. Student Awareness

Students are provided with the opportunity to develop attitudes, skills, and knowledge that are consistent with the realities of the modern world and that prepare them for careers in education.

In an institution committed to internationalizing the campus and curriculum, course offerings, experiential programs (e.g., exchange), counseling, extracurricular activities, and individual study ensure that students' knowledge about the political, social, and economic issues of the world and their attitudes toward diversity and common interests are consistent with global realities.

V. Resources

The SCDE provides the personnel, materials, curricular, and organizational resources to support the infusion of the international dimension in its programs.

A plan to internationalize the Teacher Education Program would include an initial inventory and assessment of existing resources and the identification of steps to acquire and integrate additional resources. Such a process provides decision makers and faculty with information of the status quo, and reveals those aspects and functions which require enrichment and/or redeployment.

VI. Service

Schools, Colleges, and Departments of Education have an ongoing commitment to service all local school districts, community agencies, and businesses in the area of international

education.

VII. Research

The SCDE and its governance structure are committed to adding an international dimension to its research function. The foregoing principles and guidelines should be adhered to as institutions begin the task of improving and facilitating international efforts in their curriculums and on their campuses.

International programs need cooperation and commitment from the total academic community for support, advice, programming, and financial arrangements. Administrative commitment by the institution is essential for a program of excellence in international education and internationalizing the curriculum.

THE HUMAN FACTOR IN INTERNATIONALIZING THE CURRICULUM AND THE CAMPUS

There are three basic expectations for educators and professors who are involved in international education programs and who plan to apply those principles which affirm racial and cultural diversity in their classrooms, schools, and programs. These expectations are significantly enhanced through participation in international programs.

The first expectation is that educators understand themselves. Knowledge of our personal feelings and attitudes is important in developing a positive self-image. Educators have, for a long time, recognized that teacher self-understanding and self-awareness are vital for encouraging self-knowledge and self-acceptance in students. Teachers need to understand their own needs, anxieties, behavior, and attitudes. For until they

do, they will not be able to recognize their own biases and will continue to transmit them to their students. This recognition is crucial for teachers working in either a monocultural or multicultural classroom because teachers often send out signals about how they feel about different people, regardless of whether or not these people are in the classroom. In short, how we act and how we teach may be as important as what we teach.

The second expectation is that educators develop an understanding and acceptance of the concept of pluralism. Pluralism has been defined as "a state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization" (Webster's Dictionary, 1971, p. 653). Cultural pluralism, then, is concerned with the relationship among various cultural groups and often is viewed as "peaceful coexistence" among groups. Cultural pluralism can be supported in the school environment when students from different racial and cultural backgrounds in our classes accept and affirm the cultural and racial differences of each class member. A multicultural classroom, however, is not the exclusive domain of cultural pluralism. It also can be fostered in a monocultural classroom if our students accept and affirm the cultural and racial diversity of American society. Regardless of the setting, the expectation for the teacher is to develop an understanding and acceptance of the concept of pluralism.

The third expectation is for teachers to affirm the

principles of pluralism by implementing international/multicultural education in the total school environment. International/multicultural education is predicated upon a fundamental belief that all people must be accorded respect, regardless of their social, ethnic, cultural, and religious backgrounds. It is manifested in an educational process that neither advocates nor tolerates the heating up of the old "melting pot" nor the creation of numerous "monocultural" educational programs. (Grant, 1977).

Given these goals and expectations, study-abroad programs challenge both participants and program planners. These concepts help create openness, awareness, and sensitivity to the new environment, while reserving enough self-discipline to maintain one's integrity under unusual and sometimes difficult circumstances.

A list of working goals for any effective foreign study program should include:

1. A clear statement of program goals.
2. Coherence of program design.
3. Experiential learning in an academic context.
4. Cross-cultural immersion in some depth.
5. Use of the local environment.
6. Planning for orientation as a continuing process.
7. Provision for an independent study project as an important avenue for cross-cultural contact.
8. Administrative cooperation between the host country and the participating organization.

9. International attitudes on both the home and foreign campuses.
10. Evaluation of the study abroad program. (Vogel, 1978)

In addition:

1. Encountering the host culture is balanced by assimilation techniques in order to integrate cultural components into the student's frame of reference.
2. Knowledge of the field of study, recent host-country experience, coping with administrative decisions and programming requirements, and possessing skills in human and interpersonal relationships are essential criteria for the program's director.
3. Participants should be academically sound, possess a well-defined value system, be in good health, exhibit qualities of open-mindedness, and participate readily in group situations.
4. Academic procedures should require group sessions, data gathering and analysis, and presentation of a final project.
5. Programs should be cost effective.
6. Evaluation of participants' reports, logs, project activities, and the host country's receptivity to the program should be an integral part of the international experience. (Vogel, 1978).

As Vogel has indicated, most foreign study programs have begun as the inspiration, concern, and commitment of one leader. They have been maintained as the result of a person or persons

who care and have developed ongoing strategies for collaboration. Hopefully, overseas study is recognized by the University administration as a genuine contribution to the academic process in this age of global consciousness.

BENEFITS TO COLLEGE AND UNIVERSITIES

Academic programs in higher education should contain courses and experiences which provide opportunities for students to develop a true understanding of and appreciation for the significance of multiculturalism. The urgency of this matter has been addressed by the President's Commission of Foreign Language and International Studies, international organizations such as UNESCO, and accrediting agencies for teacher education programs in the United States. Education viewed from a global perspective calls for a commitment from teacher education and higher education to use its resources in contributing to the improvement of education worldwide. Such commitment implies:

- an institutional mandate to include international education as an integral and recognized part of the institution's ongoing programs at every level;
- the development of relationships with other educational institutions around the world; and
- international cooperation to broaden educational opportunity and redirect education toward achieving national, economic, and social development goals.

The commitment to international education in the Center for Educational Studies at SUNY College, Fredonia, is evidenced by

programs initiated in both preservice and inservice education. Through cooperative efforts with the West Glamorgan Institute of Higher Education, Swansea, Wales, Christ Church College in Canterbury, England, and Plymouth Polytechnic in Exmouth, England, students are afforded the opportunity to engage in a five-week student teaching experience in either England or Wales. Inservice teachers are provided a two-week experience in England and/or Wales to observe British education. As a result of reciprocal agreements between the State University of New York College at Fredonia and these British institutions, students from England and Wales will be visiting the Fredonia campus at selected times each year.

In addition, efforts are underway to develop cooperative programs with Shanghai Teachers University, Peoples Republic of China, University of West Indies, Jamaica, and expanded contacts with institutions in England and Wales.

International education should be a high priority of modern institutions of higher education and specifically for teacher education. The achievement of a global perspective demands a vision that transcends national and cultural differences. All humanity is a single species, on a single planet, sharing a common future. To mold this common future is today's educational imperative. (AACTE/ICET Task Force on International Education, 1984).

In his text on the subject of teacher training and world perspectives, The World As Teacher, Taylor (1967) states:

I present one basic proposition upon which a sizable amount

of education strategy can be built in developing international programs for teachers. The proposition is this:

Wherever there is in existence an organization, private or public, with the slightest interest in international affairs and education, or the slightest possibility of becoming interested, efforts should be made to turn the use of its resources in the direction of the education of teachers. Rather than deploring the fact that too little time, money, and attention are available for educating teachers and citizens to understand the nature of the contemporary world, rather than turning constantly to foundations, government agencies and organizations which already have the name international attached to their titles, departments, and functions, we should be inciting the whole array of American cultural institutions to turn their attention to what should be presented to them as the major need in the whole of world society -- the education of teachers.

Taylor further indicates that colleges of education must take their own initiatives, must make their own alliances abroad, inventing new programs with world perspectives, without waiting for all university committees or the President of the university and his administrators to take the lead. Further, in his writing on the concept of a world university, Taylor proposes, "A new kind of institution, conceived on a world scale, with the world's knowledge of its curriculum, the world's problems and its responsibility, and the world community of scholars and students as its members." The field of world affairs can be the springboard for the most stimulating curriculum in colleges of education because it offers the student and teacher the opportunity of experience in the global community, traveling, seeing with one's own eyes, then performing needed service for this nation or for others.

It appears that providing preservice and inservice teachers the opportunity to travel and work abroad expands their horizons both personally and professionally. Additionally, the experience seems to culminate in a sense of "worldmindedness" which prior to

these trips abroad did not appear to exist among most of the participants. As our country and other expand their horizons, coupled with the "shrinking" world syndrome of the jet age, teachers in our elementary schools, our secondary schools, and our universities need to expand their world as well. Programs and seminars which reflect a commitment to international education and the development of global perspectives within and among students and faculty will assist professionals in their quest for those international dimensions and perspectives needed by children, students, and teachers for today's and tomorrow's world.

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Selected References - page 2

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